**Halifax County Schools - Elementary School Lesson Plan**

**3rd Grade Unit 1 Week 3**

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| **Subject: Reading** | **Teacher:** | **Grade Level: 3** | **Date(s): September 12 – September 16** |
| **Curriculum Area:** | ELA | **I Can Statements & Learning Targets (I can…):** | * read text and understand cause and effect relationships in sentences and paragraphs * make connections between events that happen and why * figure out how sentences and paragraphs are used to sequence events or steps in a process logically. |
| **Content:**  Common Core Standards & Essential Standards | **RI.3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | **Technology Standards & Resources:** |  |
| **Essential Question(s):**  (What question(s) should students be able to answer at the end of the lesson/unit?) | How are sentences connected logically to form paragraphs?  How does an author use logical sentences to describe cause and effect relationships? | **Higher Order Thinking & Revised Blooms:**  (Questions that will enable students to find connections or extend learning.) | Use question stems for 3rd grade. Keep close by on a clipboard to refer to throughout your whole group, collaboration, and small group instruction. As you listen to student talk about their reading, use the question stems to guide their thinking based on what you are observing and hearing from them during instruction.  [Common Core Question Stems 3rd Grade](https://docs.google.com/document/d/1CmAUdEljVNWpBcm2PWJCqwtx2zMODIgAvDtxVez_kbg/edit?usp=sharing)  [Common Core Question Stems Bookmarks](http://commoncore.tcoe.org/content/public/doc/tcoe_bookmarks_grade_3.pdf) |
| **Vocabulary:**  Academic/Content | **Cause:** the reason something happens or is  **Effect:** what happens or what is…  **Sequence:** logical order of events or steps | **Teacher Resources:** | Lesson specific resources are embedded in lesson plan links.  [Brain Break Ideas](https://docs.google.com/document/d/11cmdJLRTiL5zCtH6_4o-Cj1fnGXoHVsSvedwGFj75Yg/edit?usp=sharing)  [Student Engagement Activities](https://docs.google.com/document/d/14Eq1EvH_4qlAaAePToCUfCRY2TV-aQ0CZPc9ncwrlSQ/edit?usp=sharing)  [Formative Assessment Ideas](http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html)  [www.readworks.org](http://www.readworks.org)  [www.readwritethink.org](http://www.readwritethink.org)  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1)  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing)  [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) |

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| **Daily 5 Activities for the Week** | **Read to Self**  Students continue building stamina in independent reading during Daily 5. | **Read to Someone**  Use as a strategy during small group instruction., | **Listen to Reading**  Continue with Listen to Reading Program | **Word Work**  Introduce a new Word Work Activity to be implemented during Word Work:  Have students use a word study document and create the word using the app, educreation if iPads are an available tool.  [FCRR Materials: Grades 2-3](http://www.fcrr.org/Curriculum/studentCenterActivities23.shtm) (choose from Phonics or Vocabulary Sections for students)  [FCRR Materials: Grades 4-5](http://www.fcrr.org/curriculum/studentCenterActivities45.shtm) (choose from Phonics or Vocabulary Sections for students who are above grade level)  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing) | **Work on Writing**  Students create their own compositions or finish a writing assignment made by teacher in writing block. |

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| **Monday**  **Subject Integration:**  Speaking and Listening, Language | **Whole Group** -  [3rd Grade ELA Unit 1 Week 3 Monday Lesson](https://docs.google.com/document/d/1U8IxcdLsKFpw7UIfFLyNMVE7KwzE0jDHX9XE0DDwq6o/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Tuesday**  **Subject Integration:**  Speaking and Listening, Language | **Whole Group** -  [3rd Grade ELA Unit 1 Week 3 Tuesday Lesson](https://docs.google.com/document/d/1TZXUgfDB0Y7P-9Rhdr1L7526-kQO-h5kvjVTLX2nBqI/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Guided Reading**  [Guided Reading Templates: Scaffold for Varied Leveled Readers](https://4e343308-a-62cb3a1a-s-sites.googlegroups.com/site/janrichardsonreading/resources-1/New%20Guided%20Reading%20Templates.pdf?attachauth=ANoY7cp7QhdTMMYqf7Q5veBYs7qdKvPWvmzg-7zUs_uKq1coZaDLL-VdDcXKthsR107C5FiC7xkpYGl1l-mjSI8VhenykgJJ8nxOKG-EK_7EEP39LD8ewJ305opkJ6v1qD9Ad15LW6WhHEgCBw5_ndwfhEsydsN8dLLMb2WaDitBRuGoeH4UF1NucsQ1No-xTFTF0SieY6RlgKfOWykmpPgdrJGL9sk2gpUPj5_-gqV6twgvWU8K4smPkd7MW7MQiyIeZUIO1tGVbwmuP5RN9ADXrFD7c3hBeA%3D%3D&attredirects=0)  [Guided Reading with Jan Richardson: Lessons/Activities/Resources](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Wednesday**  **Subject Integration:**  May apply RI standards to Science and Social Studies content from school resources | **Whole Group** -  [3rd Grade ELA Unit 1 Week 3 Wednesday](https://docs.google.com/document/d/1XkZDDdr62KmX7AkChoR0y4TjTW5uzhikifCMEv1wvVs/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Word Work:** introduce a word work activity based on needs you observe for each reading group. They can use the activity as a Daily 5 word work activity in the future  [***Word Study Activities***](https://drive.google.com/file/d/0BzVOlP7PNhe6NmtvbWJPa3hqVUk/edit?usp=sharing) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Thursday**  **Subject Integration:**  May apply RI standards to Science and Social Studies content from school resources | **Whole Group** -  [3r\_Unit 1 Week 3 Lesson\_Friday](https://docs.google.com/document/d/1vkujEBJjQztMO-gBGmZ_rzN3rV13Bh6rIWbXnGgy4oc/edit?usp=sharing) | **Small Group** -  Students work independently in Daily 5 activities, while teacher pulls small groups according to their reading level.  **Comprehension Skill:** Focus on a comprehension skill according to the needs to observe for each reading group.  [Comprehension Support for Small Groups](http://www.janrichardsonguidedreading.com/resources-1) | **Independent Work** -  see lesson plan link  Daily 5 |
| **Friday**  **Subject Integration:**  May apply RI standards to Science and Social Studies content from school resources | **Whole Group** -  Review strategies for finding cause and effect relationships/key words:  [Cause and Effect Lesson Ideas](http://coe3rdgradereading.wikispaces.com/Cause+and+Effect)  Daily 5 Literacy Celebration: Students share their Daily 5 work throughout the week with a partner.  [Daily 5 Celebrations Discussion Document](https://docs.google.com/document/d/1CEnRVide4rMBQkUroK4aUPc-XRoEW1OUISiJ7IyxQlw/edit)  Common Weekly Assessment | **Small Group** -  Continue mClass Reading 3-D assessments on Red students as needed  Intervention: Conference with individuals or pull a small group of students to focus on a phonics, vocabulary or comprehension skill depending on the needs you have observed. | **Independent Work** -  see lesson plan link  Daily 5 |

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| **Reflection - Checking for Understanding**  Students in need of remediation:  Action/Activities: | **Reflection - Checking for Understanding**  Students on target:  Action/Activities: | **Reflection - Checking for Understanding**  Students who need enrichment:  Action/Activities: |